DOCUMENT RESUME

ED 027 432 VT 007 982

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Using Existing Vocational Programs for Providing Exploratory Experiences.
West Georgia Coll., Carrollton.
Pub Date Aug 68
Note-7p.
EDRS Price MF-$0.25 HC-$0.45
Descriptors-*Career Planning, *Cocurricular Activities, High Schools, Junior High Schools, Occupational Guidance, Orientation, *Prevocational Education, Program Guides, *Vocational Education

This program of exploring occupations seeks to use existing vocational programs to help the upper junior high and high school student: (1) understand himself in relation to various occupational roles, (2) plan for achieving his occupational goal, (3) show an awareness of himself as a productive citizen, and (4) learn of the available community opportunities related to existing vocational programs. Existing programs which might be used are shop or laboratory-type classes or cooperative part-time programs. Four phases of activities which may be used for these exploratory experiences are orientation, exploration, applied experiences, and evaluation and follow-up. Examples detailed for these general activities include the following: (1) filmstrips and discussions, (2) observation of shop and laboratory, of on-the-job observation, and field trips, (3) progress reports, participation in voluntary service organizations, and interviews, and (4) post tests, membership in organizations, and participation in work experience programs. (MU)

ED027432

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"Using Existing Vocational Programs for Providing Exploratory Experiences"

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August 1968

Disseminated by Kansas State University
Department of Adult and Vocational Education

VT007982

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The intent of this Model is to assist administrators, counselors, and teachers in organizing and conducting exploratory experiences for upper junior high and high school students. Exploratory experiences are defined as those of a limited duration to enable students to observe and assess the occupational jobs in a field to which he has been exposed, as opposed to work experience placement which may provide for specific job instruction for gainful employment.

Objectives: The following objectives may be achieved through exploratory experiences by the use of existing vocational programs. A student may:

1. Appraise himself, including his interests, abilities, values, needs, and other self-characteristics as they relate to occupational roles.

   a. Develop an understanding and appreciation of his abilities.

   b. Examine the worth of work and its implication to mental and physical health.

   c. Analyze the role of the individual in the world of work.

2. Make a career plan for achieving his occupational goal.

3. Exhibit an awareness of self as a productive citizen in society.

4. Know the educational and employment opportunities available in the community as they relate to existing vocational programs.

Rationale

Contemporary social conditions limit youth's opportunity for work experience. Such a condition requires educational programs to remedy this situation. In recent legislation the Congress of the United States recognized the value of exploratory experiences for "the world of work."

Exploratory experiences may focus attention on local citizens who are successfully engaged in the world of work. These people provide models with whom students may identify. The student may have the opportunity to move into a meaningful work experience program after the exploratory period. Exploratory experiences could help the student facilitate more effective educational (including occupational) planning and goal formulation. Exploratory experience related to the world of work may make it possible for the student to see more relevance in his academic courses.

Resource personnel and faculty make an effective educational team for providing exploratory experiences. Vocational teachers make use of advisory

committees which could give much assistance in the planning and operation of these experiences. A team approach involving the counselor, and the vocational and academic staff members makes it possible to capitalize on their specialties which may be brought to bear on exploratory experiences.

Exploratory experiences involving a cooperative relationship among the student, parents, teachers, and resource personnel help the student to find self-fulfillment, and see himself as the valuable citizen that he is. Other outcomes involve a knowledge of existing job opportunities, and a better understanding of the value of work to himself and his community.

INTRODUCTION

Existing vocational programs to be utilized are usually organized in the following ways:

A. Shop or Laboratory type classes

Three continuous clock hours per class, two classes per day taught by instructors. Direct related instruction not scheduled, but taught as needed.

Two continuous clock hours each class, three classes per day. Direct related instruction taught as needed.

B. Cooperative Part-time Training

One hour of related studies each day for first year students and one hour of related studies each day for second year students. A minimum of three hours each school for each student of on-the-job training in a selected place of employment.

(Activities of vocational youth organizations and/or co-curricular organizations, and field trips of respective vocational programs are included.)

Four phases may be used to implement these exploratory experiences. They are: (I) orientation, (II) exploration, (III) applied experiences, and (IV) evaluation and follow-up.

Phase I: Orientation

Group activity with the counselor and/or other designated staff including all students in the ninth and tenth grades.

A. Use visual, discussion and/or brief statement to show:

1. Purpose and plans of the program, pre-tests to determine understanding of <u>self</u>, <u>occupations</u>, and <u>maturity planning capabilities</u>.

B. Show students the personal data forms.

1. Explain types, value, and utilization of information requested.

C. Use filmstrip or other media to explore student behavior and responsibility during exploration.

D. Secure services of resource persons and/or material to introduce development aspects of mental, physical, and social relationships in the world of work and life in general.

Phase II: Exploration (shop or laboratory, cooperative part-time training, youth organizations, field trips)

Those mental and physical activities undertaken with the more or less conscious purpose of eliciting information about oneself or one's environment; or of verifying or arriving at a basis for a conclusion or hypothesis which will aid him in vocational assessment and planning.

A. Shop or Laboratory Observations

Activity	Number of Visits	Number of Students Visiting Each Vocational Class	Possible Student Outcomes
Observation by required visitation	4-5	4-5	-Become interested in occupation -Reject occupation -Become aware of working conditions -Experience success in planning -Develop a better attitude toward school subjects because there is a known need for them -Motivation to seek individual help from counselor and other sources
Optional visitation for observation and participation by appointment	Unlimited	4-5	-Reality testing of role requirements -The work tasks create need to plan to achieve some purposeful goal

B. Cooperative Part-time Training
(classroom, on-the-job)

Activity	Number of Visits	Number of Students Visiting Each Vocational Class	Possible Student Outcomes
Observation by visitation to related studies classes. Student option.	4-5	4-5	-Same as in the Laboratory observations. -Be acquainted with new occupations by titles
On-the-job observation by student option, last period of the day, end of the school day, Saturdays, or school holidays	4-5	Buddy System, one observer per trainee	-Same as in Related Classroom activity -Be acquainted with new occupations by observation -Gain an image of what is expected of the individual on the job -Accept a worker model in the local community -Become acquainted with employer-employee relationships.

C. Youth Organizations

Activity	Number of Visits	Types of Activities to Which Student May Be Exposed	Possible Student Outcomes
By invitation of respective organization	Number of invitations	Varied as planned voctional clubs are organized	-Desire to identify with persons in the group -Becomes familiar with youth organizations -Reduces choice anxiety

D. Field Trips

1. Scheduled by counselor for students enrolled in the exploratory course.

2. Selected by rotation chart based on interest in the occupational field and/or other criteria.

Phase III: Applied Experiences

-Student progress report of exploratory experiences and their influence on his interests and value.

-Compare personal habits by those required by the occupation the students visited.

-Hold periodic conferences with counselor or other individuals to assess his progress in the accomplishment of his goals noting changes in his outlook.

-Research and report on occupational clusters noting their value to the community.

-Contrast the lives of two people to note how various personalities contribute to the lives of others.

-Compare his psychological needs with the opportunities for satisfaction provided by an occupation.

-Examine the life styles of workers.

-Illustrate social relationship of the worker with others by use of various media.

-Analyze the value of one's work to the welfare of his community through film and other media.

-Participate in voluntary service organizations set up by the community and school.

-Interview parents, friends, teachers, and others in the work world to overcome conflicting self-perceptions and self-evaluation.

-Work with income tax and other employee material to gain knowledge and skills of our economic system and the workers contribution to it.

-Have students use various media and illustrate individual differences.

-Record short oral speeches (reactions) to help students recognize the need for the basic skills of reading, writing, arithmetic, listening, and understanding.

-Explore hobbies and other leisure time projects to gain insight into possible job opportunities.

-Demonstrate through hobbies or other leisure time projects how insight was gained into understanding self as related to job requirements.

Phase IV: Evaluation and Follow-up

-Post tests to determine ability to relate this new knowledge to more realistic self appraisal and understanding of occupations.

-Number of requests for additional observation tours.

-Participation in work experience programs offered in the school and/or those places related to exploratory experiences.

-Information seeking behavior.

-Attendance.

-Appearance.

-Membership in organizations.

-Grade point average.

-Post-high school plan.

Description of the procedure for accomplishing the objectives.

Pre-planning period for organization

Time (to be determined by local school officials) scheduled for activities.

(a) existing class period (social studies, English, etc.)

(b) organized class (credit determined)

(c) study hall

(d) activity period

(e) homeroom period

Selection procedure (include students in grades 9-12)

(a) preferred group to include those students who are not enrolled in existing vocational programs.

(b) required course for grades 9 or 10 when schedule permits.